

*Mt. Blue High School*

*This unit will challenge students to dig deep and critically think about some similarities and differences in the Revolutionary War. Through different types of research, readings and discussions we will be able to know the cause and effects of many different events. Through these exercises we will be able to take on a role of one of these sub groups and make some decisions that everyday people would be faced with during these times. After some critical thinking we will be able to explain why some outcomes played out the way they did and why, and also argue their point of views. This unit will help students distinguish facts from fiction and expand the views of the Revolution being just "the shot heard around the world" or a tea party for the colonies. By the end of this unit critical thinking about several different influences, themes and ties will come easy and be the first thought to come to mind instead of a guy riding a horse yelling about the British coming. Hold on to your saddle and get ready to learn about all impacts of the Revolutionary War.*

*American Revolution, Independence, Boston Massacre*

*Shane Hathaway*

*RSU 9*

*Social Studies*

*9-12*

*American Revolution*

•*describe the effects of the Revolution on the economy.  
•make sense of the different ways the economy was impacted during the revolution.  
•exhibit the role of woman, slaves and Native Americans in the Revolution.  
•argue the ways that the war shaped America.  
•be open to the lives that woman, slaves and Native Americans lived.  
•recognize that America was shaped through many pivotal points during the Revolution.*

*•Events- French Indian War, Sugar Act, Stamp Act, Tea Party, Boston Massacre, Association, Battle of Bunker Hill, Battle of Ticonderoga, Battle of Lexington and Concord.  
•People- Thomas Paine, John Locke, Patriots, Loyalist, Sons of Liberty, Paul Revere, King George, George Washington.  
•Sequence and Timelines- Order of events, picking and event and researching it, important years, turning points in the Revolution.*

***Maine Learning Results******Content Area:****Social Studies****Standard Label:****E. History****Standard:****E1 Historical Knowledge, themes, and patterns*

***Performance Indicators****: a,b,c,d*

***Grade Level Span:****Grade 9-Diploma "The Revolutionary Era, 1754-1783"  
Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.*

*•How did the Revolution affect the economy?  
•Why was the involvement of sub groups in the revolution so important?  
•How did the Revolution shape America?*

*•the Revolution had different effects on the economy.  
•woman, Native Americans and Slaves impacted the Revolution.  
•there were very many pivotal points in the Revolution in shaping America.*

*• Pre- Assessment: Survey students knowledge of the topic.  
• Checking for Understanding: 3 minute pause, checking for understanding game, quizzes, exit cards, group discussion, cubing, oral questioning.  
• Timely Feedback: Self, Peer, Teacher*

*•Record a speech or Podcast to explain differences or aspects that changed the economy.  
•Create a timeline using an app of different events that impacted the Revolution.  
•Make a short film on iMovie explaining life during the American Revolution  
•Argue or persuade people about your opinions in the Revolution through a Blog.  
•Make a slide show or wiki of Diary letters written to specific people after taking a role.  
•Create a trailer or video log about different points that impacted the Revolution.*

***Goal:****The goal is to become a character and sustain a lifestyle while making decisions and choices they would have faced in everyday life during the Revolutionary Era.****Role:****The role you choose is going to be a Woman, Native or American in the Revolutionary Era.****Audience:****Your Audience will be the producers from a new reality TV series on CBS.****Situation:****After you pick your role you will be auditioning for the reality TV show where you should essentially convince us you are that character.****Product/Presentation:****The final product will be a compilation of 3-4 video logs where you have made different choices and proved your knowledge of the content.****Standards (****Preparedness 25%, Comprehension 25%,Volume 10%Enthusiasm 15%,Props 5%, Eye contact/Body language 20%, Content 30%, Knowledge 20%, Technology use 10%, Fair Use 10%, Organization 15%, Use of time in class 15%*

*Big Ideas:*

*Revolutionary Era*

*Big Ideas:*

*Cause and Effects*

*MLR E. History E1 Knowledge, Themes and Patterns*

*The Revolution had different effects on the economy. Woman, Native Americans and Slaves impacted the Revolution.There were very many pivotal points in the Revolution shaping America.*

*Preparedness 25%, Comprehension 25%, Volume 10%Enthusiasm 15%, Props 5%, Eye contact/Body language 20%*

*Content 30%, Knowledge 20%, Technology use 10%, Fair Use 10%, Organization 15%, Use of time in class 15%*

*Oral Presentation*

*Video Logs*

*CBS is now accepting auditions for their new role playing reality TV series. For your audition you must assume the role of either a Slave, Native American or Woman during the Revolutionary Era. You need to convey your knowledge of your character to the producers in order for them to accept you. You must become your character and face the everyday challenges that they may have faced during these times. In your audition you should express your knowledge of what their lives were like. What were the hardships they faced? How did waking up each day pose a threat? Have fun while becoming this character while using props, music and other props to convince us that you want the role. You will make 2-3 creative Video logs of you surviving as your character and making the decisions and tough sacrifices that they may have faced during the Revolutionary Era.*

***By what criteria will student products/performances be evaluated?***

***(W)****1.1 Students will understand that the Revolution had different effects on the economy. (****Where)****It is important to learn about the American Revolution and how it relates to our economy because it shaped the American government and made America what it is today.****(Why)***Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.***(What)******(H)****1.2 It is important to know the impacts of events on life, why is our market the way it is?****(E)****1.3 Students will know about the Sugar Act, Stamp Act, Tea Party, Association, Sons of liberty, George Washington, Order of Events.****(Equip)****Students are going to use the Fact and opinion organizer to distinguish what actually happened Vs what they think happened during the Revolution and will use Round Robin to review information that will help them explain the effects of the Revolution on the economy.****(Explore)****The final product will assess the students ability to record a speech or Podcast and explain differences or aspects that changed the economy and why that is important.****(Experience)******(R)****1.4 I will be using Questioning for my checking for understanding to help students to help finalize the fact and opinion graphic organizer.****(Rethink)****Students will use a checklist assess each other on their Podcast to make sure they are on the right track.****(Revise,Refine)****I will use a checklist to provide feedback for my students to make sure they hit the points needed to on their podcast.****(Revise,Refine)******(E-2)****1.5****Formative Assessment:******Pre-Assessment:****The pre give students a survey of 5-10 questions on important facts that we should know by the end of the lesson to see what they know and what we should focus on.****Checking for Understanding:****During "Facts and Opinions" I will ask specific questions for students to think about content more in depth. and****Timely Feedback:****Teacher, Peer****(T)****1.6****Tailors******Verbal:****While recording the podcast students be using verbal to express all of the knowledge.****Logic:******Visual:****The graphic organizer facts and opinion will give students a visual of their thoughts on paper.****Musical:****We will be able to put some of the music from the Revolutionary Era to put in the background of the podcast.****Kinesthetic:****The round robin questionings I am going to put a twist on where we are up and moving around while reviewing content over the Revolutionary Era****Intrapersonal:****Students will be creating a podcast alone about the Revolutionary Era.****Interpersonal:****Students will use a checklist assess each other on their Podcast on the effects of the Revolution on the economy for a peer evaluation.****Naturalist:******(O)****1.7 Students will be able to describe the effects of the Revolution on the economy.****(Explanation)****,****Product:****Podcast,****Number of Days:****4-5 (****Organize****)*

***(W)****2.1 Students will understand that the Revolution had different effects on the economy and there were very many pivotal points in the Revolution in shaping America.****(Where)****You need to know that America went through very many changes and wasn't made over night, just like everything else in life there were key points in shaping it into what it is today.****(Why)***Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.***(What)******(H)****2.2 Changes impact everything, it is a ripple effect that can change the course or path of anyone or anything.****(E)****2.3 Students will know about French Indian War, Sugar Act, Stamp Act, Tea Party, Boston Massacre, Association, Battle of Bunker Hill, Battle of Ticonderoga, Battle of Lexington and Concord, Thomas Paine, John Locke, Patriots, Loyalist, Sons of Liberty, Paul Revere, King George, George Washington and sequence and timeline of events.****(Equip)****Students will use the exit cards to help brainstorm different questions to bring to class or they will answer a question at the end of class to help get their minds going. Students will use mix freeze pair for cooperative learning during these times they will meet with other students to share ideas and help each other out on questions and concerns.****(Explore)****The final product will help the students gain an understanding on an important character during these times. Some students may end up creating fictional characters with the research that we have done throughout the lesson in order to create a Fakebook on that character.****(Experience)******(R)****2.4I will be using exit cards to help solidify some facts to help with the persuasion maps they will do for a graphic organizer.****(Revise,Refine)****I will use a checklist to evaluate the progress, depth and consistency of the exit cards and questions to make sure they aren't fluffing it and have info for the graphic organizers.****(Revise,Refine)******(E-2)****2.5****Formative Assessment:******Checking for Understanding:****The students will go through an exit ticket process where they answer a question or write down a question or fact they liked about the lesson before leaving class, these questions and exit cards will help them and****Timely Feedback:****Teacher, Self****(T)****2.6****Tailors******Verbal:****When students present the final product they will be able to speak in front of the class. The Checking for understanding of questioning will also help accommodate for verbal learners.****Logic:****Logical learners will enjoy the fact they can ask questions or answer questions during the exit ticket portion of the lesson.****Visual:****Visual learners will be able to see all of the important events in comparison just from the Timeline if they choose to do so.****Musical:****While making the Fakebook or Timeline they can research important or key music on the rise during these times.****Kinesthetic:****Being able to walk around during the questioning or exit ticket portion while asking or answering questions will help kinesthetic learners.****Intrapersonal:****Being able to self evaluate themselves or work on the project alone will help these types of learners.****Interpersonal:****Being able to converse with other students.****Naturalist:****Researching the different lives and being able to become a character through dressing up or adapting to a different environment.****(O)****2.7 Students will be able to make sense of the different ways the economy was impacted during the revolution and  
be open to the lives that woman, slaves and Native Americans lived.****(Interpretation and Empathy)******Product:****Timeline and Fakebook****Number of Days:****4-5 (****Organize****)*

***(W)****3.1 Students will understand that woman, Native Americans and Slaves impacted the Revolution and there were very many pivotal points in the Revolution in shaping America.****(Where)****Students need to be able to persuade people that the Shaping of America was a process and that different groups played an interesting role in it as well.****(Why)***Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.***(What)******(H)****3.2 The expression throwing a wrench in plans is all too real during these times. One small event can change the course or outcome of a civilization.****(E)****3.3 Students will know The different roles played by sub groups, Conflicts in the West, French Indian War, Paxton boys, Slavery, Constitution, Bunker Hill, Lexington, George Washington.****(Equip)****Students will use a KWL or a T-Chart in order to see how much information they know already from the other two lessons and to see where the lesson could be geared afterward. We will be doing round table discussions to help students clarify different things, bring up opinions and get creative, this could have possible role play scenarios.****(Explore)****I think this section has a wide variety for a final product. Students can apply their knowledge by either by exhibiting some of the turning points in the shaping of America, or argue different points they believe to be important.****(Experience)******(R)****3.4 I will be using the class discussions to help spark ideas for the round tables and to hopefully help them gain and insight and have an open mind toward the KWL, round table and final product.****(Revise,Refine)****I will have a rubric to track the progress of the students throughout and make sure that they are meeting the standards on persuasion and having an opinion. The peer part of the revisions will be at round tables making sure they each have points to argue and that they are persuasive enough.****(Revise,Refine)******(E-2)****3.5****Formative Assessment:******Checking for Understanding:****The class discussions will allow students to be interactive and have their own opinion and will allow me to see if they are on the right track with having a persuasive opinion or just arguing and****Timely Feedback:****Teacher, Peer****(T)****3.6****Tailors******Verbal:****Students will put there words into text and post it onto a blog and communicate through text with classmates.****Logic:******Visual:****Students will see their peers thoughts and be able to respond to those.****Musical:****Music can be included in the iMovie from the Revolutionary Era. They could play a drum beat for a marching line in their movie.****Kinesthestic:****While exhibiting the required material in the iMovie they will be allowed to be open ended for the amount of activity they want to include.****Intrapersonal:******Interpersonal:****Students will be able to able to be interactive during our class discussions as well as during peer evaluations.****Naturalist:****These students will be able to be outside and look at different places where woman, slaves and Native Americans may have done some of their activities.****(O)****3.7 Students will be able to exhibit the role of woman, slaves and Native Americans in the Revolution and argue the ways that the war shaped America.****(Perspective, Application) Product:****iMovie or Radio show****Number of days:****6****(Organize)***

***(W)****4.1 Students will understand that there were very many pivotal points in the Revolution in shaping America.****(Where)****Students need to be able not only to know, but to reflect and understand the causes and effects of the Revolution.****(Why)***Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.***(What)******(H)****4.2 We can't know where to go if we can't answer the question why. This lesson will help us look at the Revolution and look at causes and effects.****(E)****4.3 Students will know about French Indian War, Sugar Act, Stamp Act, Tea Party, Boston Massacre, Association, Battle of Bunker Hill, Battle of Ticonderoga, Battle of Lexington and Concord, Thomas Paine, John Locke, Patriots, Loyalist, Sons of Liberty, Paul Revere, King George, George Washington and sequence and timeline of events.****(Equip)****Students will use a sequence chart to put events in perspective and be able to reflect on the Revolution.****(Explore)****The final product of a video log will allow students to take a creative approach of making a movie trailer to express the knowledge they have gained throughout the course.****(R)****4.4The Sequence chart is mostly to put ideas and facts into perspective. The peer discussions will allow students to work together to combine a wide variety of ideas.****(Revise,Refine)****I will use a checklist to make sure the students have put the information necessary on them to help them learn the content better. This should allow me to check their progress and make sure they will be able to complete the final assessment.****(Revise,Refine)******(E-2)****4.5****Formative Assessment:******Checking for Understanding:****To keep my students engaged we will play a ball game where I pass it to them and have them rattle off favorite fact, concept or theme, I may ask them questions as well to check for understanding. and****Timely Feedback:****Teacher, Peer****(T)****4.6****Tailors******Verbal:****Verbal learners can express thoughts in the checking for understanding game.****Logic:****Logical learners will be able to review themselves and think critically about all of the concepts.****Visual:****The graphic organizer will help students put thoughts into perspective.****Musical:****In the movie trailer they can incorporate music from the time period in the background.****Kinesthetic:****Students will be engaged in the ball game during the checking for understanding.****Intrapersonal:****This project can be done alone or with peers.****Interpersonal:****The evaluation will allow students to work in small groups and discuss where to go next.****Naturalist:****These students will be able to be outside and look at different places where woman, slaves and Native Americans may have done some of their activities.****(O)****4.7 Students will be able to recognize that America was shaped through many pivotal points during the Revolution.****(Self Knowledge) Product:****Movie Trailer****Number of days:****5****(Organize)***

*Presentation*

*Presentation*

*Work Session*

*Work Session*

*Lesson 3*

*3.1 Woman, Slave, Native Americans(W)*

*3.2 Changes leading to other options(H)*

*3.3 KWL, T-Chart(E)*

*3.4Round Table(R)*

*3.5Teacher, Peer(E-2)*

*3.7Perspective, Application(O)*

*6 Days*

*Lesson 4*

*4.1Pivatal point, Shaping America (W)*

*4.2 Knowing why is key(H)*

*4.3Sequence Chart(E)*

*4.4 Ball Game(R)*

*4.5 Teacher Peer(E-2)*

*4.7 Self Knowledge(O)*

*5 Days*

*Lesson 2*

*2.1 Economy, Shaping America(W)*

*2.2 Ripple Effect(H)*

*2.3 T-Chart, Persuasion Map(E)*

*2.4 Exit cards, Oral Questioning(R)*

*2.5 Teacher, Self(E-2)*

*2.7 Interpretation, Empathy(O)*

*4-5 days*

*Lesson 1*

* 1. *American Revolution Economy(W)*
  2. *Impacts of events(H)*
  3. *Fact and opinion(E)*
  4. *Questioning (R)*
  5. *Teacher, Self(E-2)*

*1.7 Explain(O)*

*4-5 days*